DOCUMENT RESUME

ED 080 208 PS 006 766

TITLE "Individualized Instruction" as it Relates to "Action Goals for the Seventies: The Curriculum". Position Paper and Guidelines.

INSTITUTION Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Curriculum Development.

PUB DATE Aug 72

NOTE 13p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (New York, New York, February 6, 1971)

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Educational Objectives; Group Instruction; Guidelines; Independent Study; *Individualized Instruction; *State Departments of Education; Teaching Methods; Teaching Models

ABSTRACT

This paper defines individualized education as any procedures which are used to make sure that an individual student receives instruction specifically appropriate for him. General programs and day-to-day lessons are to be tailor-made to suit a student's learning needs and his characteristics as a learner. Group teaching, self-direction and mastery as related to individualization are discussed and guidelines suggested. (ST)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 080203

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS
MICHAEL J. BAKALIS, SUPERINTENDENT

POSITION PAPER
and
GUIDELINES

"Individualized Instruction"

as it relates to

ACTION GOALS FOR THE SEVENTIES: "THE CURRICULUM"

Action Objective #3: "By 1980, every school district in the State will have an acceptable individualized instruction curriculum."

PS 006766

Curriculum Development Section
316 South Second Street
August, 1972

EDUCATIONAL GOAL STATEMENTS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS
MICHAEL J. BAKALIS, SUPERINTENDENT

Tentative educational goal statements, based upon a report of six public hearings and the Statewide Conference on Educational Goals and Priorities conducted by the Office, were drafted in the fall of 1971. They are:

- The educational system must provide opportunities which help students master the basic skills of reading, communication, computation, and problem solving.
- The educational system must provide an environment which will help students demonstrate a positive attitude toward learning.
- The educational system must foster a feeling of adequacy and self-worth on the part of all students.
- The educational system must provide opportunities for students to express the full extent of their creativity.
- The educational system must provide experiences which help students in adapting to a world of change.
- Students should acquire and demonstrate appreciation for and positive attitude toward persons and cultures different from theirs.
- The educational system must provide equal educational opportunities for all.
- Every student must receive opportunity in training for the world of work.
- The educational system must provide experiences which result in habits and attitudes associated with citizenship responsibilities.

A DEFINITION OF INDIVIDUALIZED EDUCATION

by Glen Heathers

Individualized education refers to any procedures used to ensure that the individual student received instruction that is specifically appropriate for him. A general definition is this: Individualized education consists of planning and conducting, with each student, general programs of study and day-to-day lessons that are tailor-made to suit his learning needs and his characteristics as a learner. Note that this definition requires starting with the individual, not the group, in planning what to teach. Currently, most instruction is planned for groups. Schools today individualize with some students some of the time, particularly by drawing students out of the total group for special, remedial, enrichment, or honors instruction.

It is a mistake to identify individualization merely with tutoring or independent study. Tutoring is just one way to achieve individualization. Independent study, such as that made possible by programmed instruction or that occurring when students conduct individual projects, also is just one form of individualization.

Group teaching and individualization

Group teaching is not ruled out by individualization. Whenever, at the same time, different students are ready to study the same tasks in a similar way through group presentation and discussion, it is desirable to assemble and teach them as a group. Such groupings should be temporary and only for teaching those things with which the students in the group are

well-matched in terms of specific learning objectives, appropriate study methods, and the timing of learning.

Administrative grouping is not the same as instructional grouping. It is proper and necessary to assign a group of students to a teacher (or to a team of teachers). The teacher assumes certain administrative responsibilities for the group as well as responsibilities for teaching members of the group. Individualization requires differentiating instruction offered members of the assigned group by planning with and for each member separately, then carrying out the requirements of the plans made. Those plans should determine what sorts of individual or group learning provisions are employed.

Individualization and student self-direction

Individualization is not all-or-none; it can exist in various forms and to various degrees. Some individualization occurs whenever a teacher gives attention to a student, responds to his queries, checks his progress, or offers him help. Most often, responding to one student has the limitation that the teacher cannot at the same time give individual attention to other students. This poses the central problem of individualization: "How is it possible, with a student/teacher ratio of 20 to 1 or higher, for each student continually to follow learning plans that are tailor-made to his specifications?"

The key to individualized education is student self-direction in the sense that the student learns effectively without continual guidance of assistance from a teacher. Three ways of obtaining a high degree of student self-direction can be distinguished. One is to provide the student with programmed learning materials that offer him specific cues for undertaking and proceeding with

learning tasks. A second is for students to assist one another in a peer tutor or student team context. A third is for the student to possess and use competencies in planning and conducting his own learning activities.

Individualization and mastery

A chief justification for individualized education is that it can provide the means whereby every student regularly achieves mastery of the learning tasks he undertakes. Mastery criteria are linked to the specific objectives of the learning unit or task. These objectives set the level of advancement or sophistication the student is expected to reach. The conditions for attaining mastery are these: (a) the learning task has been selected as appropriate for the student in the sense that he possesses the prerequisites for it; (b) appropriate learning materials and equipment are provided the student; (c) appropriate instructional methods are employed; and (d) the student is allowed sufficient time to learn the task well.

For the student, mastery should mean that he can retain and use what he has studied, that he doesn't have to keep doing work over, that his success increases his motivation to learn, and that he develops an enhanced self-concept based on perceiving his success. For the teaching staff, mastery should minimize the need for remedial teaching, reduce discipline problems resulting from faulty instruction, and increase teachers' feelings of satisfaction based on a job well done.

Modes of individualized education

In adapting education to the individual student's learning needs and

learner characteristics, six different modes for individualization can be employed. These are:

A. Different students can work on different tasks toward different goals, as occurs when students work on independent projects, when they take elective courses, or when they pursue special programs of study.

B. Different students can use different learning materials or equipment in working toward the same goal.

C. Different students can study a given task in different types of individual or group learning settings.

D. Different students can be assigned to different teachers to produce effective teacher/student match-ups.

E. Different students can study a given learning unit via different methods of teaching/learning: independent study, seminar discussion, lecture, participant observation, tutorial assistance, etc.

F. Different students can be allowed different amounts of time as needed to achieve mastery of the learning task.

Effective individualization will employ all of these modes in planning and conducting the educational program.

Instructional model for individualization

The teachers' job in conducting individualized education of any type requires satisfying five basic requirements. These are:

A. Decide, with and for the individual student, what learning task he next should pursue within the given curricular area.

B. Assess the extent to which the student already has mastered the objectives of the task.

C. Assess the student's learner characteristics (often called "learning style") to determine how best he can work on the task.

D. Use the assessment data in working out with the student a lesson plan that specifies the particular things he has yet to learn in the task, the materials and equipment he will employ, the learning settings he will use, and the procedures he will follow in mastering the task.

E. Provide individual help as needed, monitor the student's progress, assess his mastery of the task, and re-cycle beginning with the selection of the next learning task as soon as the student has demonstrated mastery of the current task.

The generality of the definition offered

The definition of individualized education offered here is meant to apply to achieving any type of learning goal in any curriculum area and within any type of individualized program. It can cover education directed toward acquiring knowledge, toward developing learner competencies, or toward developing attitudes, interests, values, or interpersonal behaviors. It can be used in designing or in analyzing and assessing diverse types of individualized programs as illustrated by individually prescribed instruction (IPI), PLAN, the Montessori approach, the British Infant School approach, the project method, or programs of independent study.

PS 006766

Paper presented at 1971 AERA Annual Meeting in New York City on February 6, as part of Symposium C81: Teacher Behavior in Individualized Education.

MODES OF INDIVIDUALIZATION

Based upon data compiled for the Research Utilization Branch of the United States Office of Education by Teaching Research, a Division of Oregon State System of Higher Education, five modes of individualized instruction were identified.

Criteria:

1. Pacing of the individual according to need.
2. Determining the objectives of instruction for each learner.
3. Determining the means and media within each student's capacity.

Mode	Objectives Determined by	Means/Media Determined by
I. Individually diagnosed and prescribed instruction	School	School
II. Self-directed instruction	Teacher/School	Learner
III. Personalized instruction	Learner	Teacher/School
IV. Independent study	Learner	Learner
V. Individual progression	Learner	Teacher/Learner

New modes of individualization are evolved by modifying the above or by combining these with individualizing concepts, as: tutoring, non-structuring, etc.

EDUCATIONAL GOALS OF THE SCHOOL

The essence of the educational goals of the school seeking to further individualized instruction appears to be:

"Lifelong independent learning through improved attitude toward formal schooling."

In April, 1972, the Office of the Superintendent of Public Instruction, Department of Elementary and Secondary Education, distributed a position paper, Broad Educational Objectives for Individualized Instruction, to schools throughout the State. The paper outlined some of the statements of aims and objectives of schools, nationwide, which have developed programs in individualized instruction. The paper was presented in the belief that the school, in working toward improved programs in individualization of instruction, must at the outset, have a clear concept of educational goals to be achieved by the school.

INDIVIDUAL NEEDS

- Understand himself
- Establish effective social relationships
- Promote emotional security to be an individual
- Develop appropriate physical and health practices
- Develop as an adequate member of a family and as a future homemaker
- Acquire communication skills necessary for problem solving in everyday living
- Acquire computation skills necessary for everyday living
- Participate in and believe in work as a productive way of life for the purpose of making his own living to the best of his ability

COMMITMENT

The school and community are ready for individualization if they believe in and endorse the basic assumptions that each child:

- Wants to learn
- With guidance, will take responsibility for his own learning
- Learns differently through individual learning styles
- Has different interests and will fulfill his own needs in terms of these interests
- Needs a positive self-image and self-esteem if he is to become self-responsible
- Thrives on success
- Wants to find solutions to his own problems
- Wants to be actively involved in the selection and planning of his own learning
- Sets his own pace for learning
- Needs many choices in learning
- Will succeed if the learning objectives are appropriate in terms of presentation, explanation, and ordering of task difficulty

Clarification and Direction for the Concept of
Individualization for Schools in Illinois

Rationale:

The concept of individualization is a broad and expanding concept which embraces many forms of instructional programs such as multiunit, individual pacing, independent study, cluster grouping, open school concept and many more. In order to clarify, delineate, and give direction to the promotion of the concept of individualization, it is essential that basic guidelines be established.

The model of individualization as proposed by the Wisconsin Research and Development Center is known as IGE/MUS-E. In a broad sense, this model provides a framework and system within which a school district may initiate and implement an individualized program of instruction. In a stricter sense, it prescribes a method of the pacing of designated subject matter for individual students toward prescribed goals. Many school districts may elect to chose this form of individualization. Others may tend more toward the open school or cluster concept which allows for greater student and community involvement while yet others may progress as far as a definite personalized educational concept.

All of these forms of instruction can rightly be termed "individualized instruction" for the students work individually to a greater or lesser degree. Placing these types of individualization on a continuum, some programs would be quite close to a traditional schooling concept including grouping and grades and others would tend toward selected procedures of student initiated and

selected learning processes.

Problem:

A misconception of the IGE/MUS-E program seems to be presenting a basic problem in interpreting the concept of individualization in Illinois schools. Approximately 74 attendance centers have signed agreements with the Office of the Superintendent of Public Instruction to use the IGE/MUS-E format and materials. About twice as many have adopted parts, but have not signed agreements. The question is then posed, "What makes an IGE school an IGE school?" Is it the fact that it has a signed agreement?

In an attempt to clarify this problem the following guidelines are proposed:

A. All schools who have participated under the agreement for the 1971-1972 school year will become part of an assessment plan to determine their involvement in individualization.

B. The schools who are not signed IGE schools will have the option of complying with one of the following categories.

Individualization is a broad and inclusive concept. A school may be said to have degrees of involvement in individualization if:

A. Students are allowed to progress systematically through a selected amount of subject matter in at least two disciplines (subjects) in a standard self-contained classroom with one teacher.

   NOTE: This would be considered a barely minimal form of individualization only if it is an initial step toward more individualization in the future.

B. The classroom organization is self-contained and guided by one teacher and one aide or intern, but the majority of subject matter is on an individual basis (two to three disciplines).

NOTE: This form would be considered acceptable in terms of individualization if it serves as a transition to more realistic individualization.

C. Two or three grade levels form a multiunit class. At least one master teacher, three aides or two aides and two interns are responsible for a group equal to two classes (50 students). The instructional program will be formulated to the needs of the individual and small group work. Planning sessions of the staff must be provided.

NOTE: This form would be desirable in terms of individualizing the program for each child.

These three degrees of involvement in individualization are simply guidelines. It should be clearly stated that other forms of organization may adequately meet requirements for individualization. The most important factor to be considered is that the intent of the administration, the goals of the teacher, and the structure of the program carry through the theme of providing for the specific and individual needs of each child.